

CHAPTER I

INTRODUCTION

A. The Background of Study

Teacher roles are very important in teaching and learning activities Hoyle (1969) states that teachers must have two major roles in the class. The first role is related to several functions of learning guidance, socialization, and evaluation. Second, the second role focuses on motivating students, managing teachers, and creating a suitable environment for students to learn. Adams (1970) states that the role of a teacher is always related to everything an individual does, their behavior, but the behavior of an individual is the role of the individual, in some cases the individual, the teacher himself, or another student or colleague. , Principal, parents, expectations for society. The role of a teacher is not clearly defined, and many factors can influence that definition. It is explained by social events, culture, and learning environment. It can affect different perceptions of the role of teachers in different societies and cultures, including the geographic areas surrounding the area. Classroom teachers are protagonists and professionals in the fields of psychology knowledge and pedagogy. Musai, B. (2014, p.3) states that the role of teachers has been continuously discussed since the beginning of school. Pedagogical themes are always about teachers. The educational process requires the role of a teacher. Through EFL, English as a Foreign Language, students need the opportunity to receive the knowledge provided by the teacher and the learning materials that the student needs to understand in order to be included in the classroom. So the teachers need to pay attention to what extent their classroom activities facilitate the language learning strategies in reality. The use of teachers'

in the classroom occupy a very important place in the process of language learning. Teachers use each role to explain materials, send messages, or convey their thoughts, as well as manage classroom exercises, support student exercises, achieve learning plans, and interact with students. Go and make the process more effective. Teaching and learning. The role of teacher is widely recognized as essential for EFL students. The role of the teacher is to provide students with the opportunity to improve their language skills, deepen their knowledge and interact with others, especially when speaking. Teachers need to understand their role in assisting teachers and supporting the learning of students who are also expected to assist EFL students directly in the classroom. Teachers apply for specific roles and students are given a role in the learning process themselves. As a result, students can be proactive and creative while studying. Learning is expected to develop if the teacher's role is performed in an exemplary manner. Moreover, if it is wrong, the learning process will not be developed. When learning English, teachers should help students develop these four levels of English. One of them speaks. Speaking has always been an important skill in learning English and can show that students have succeeded in learning a new language.

Brown (2004, p. 140) states that speaking ability is also an interactive way of organizing the meanings that can involve the generation, reception, and processing of information. Students learn to manage their thoughts, organize sentences, and formulate words in spoken language with proper pronunciation and easy-to-understand words. You need to study to convey the meaning of the sentence related to the content of the previous speech. The students' success learning this language is often evaluated based on how great their proficiency in speaking

English. If the students have a good speaking skills, it can develop them through the excellent learning strategies, is very important.

To develop the speaking skills of EFL students, teachers need to be able to use their roles to support the learning process. Beijaard (1995) states that the identity of the teaching profession consists of three components. Subjects, interactions with students, teacher roles or the concept of their role (p.282). The latter is prepared for objections and coordination with students and cannot be determined directly by other factors. MoE (1992) argues that teachers play a major role in determining whether schools can achieve their educational goals.

Teachers can also guide the intellectual development of students, develop their abilities and desires to learn, and choose specific strategies for teaching related to their needs. While teaching in the classroom, teachers play a tremendous role in supporting learning activities and helping students acquire knowledge from the materials they explain. Harmer (2007) states that there are eight teacher roles that can be played in the educational process, such as teachers as moderators. The first role is the controller. Teachers are completely responsible for what their students need, what they want to say, what they are trying to do, and how they say it. The teacher believes that it is important to introduce new languages to students and that drilling techniques are important. The second role is prompt or motivation. Teachers encourage students to actively participate and provide comments based on how they have learned in their activities. If the student so desires, the teacher should help the student. The third role is resources. Teachers seem to be an important resource that needs to be ready to provide assistance as needed. Teachers can have students use other resources such as dictionaries, the Internet, and other

books as their resources. Bribeing a student is less important as the student may rely on the teacher. The fourth role is the role of the examiner. This role focuses on how well students are doing or how well they are doing. Modifications and feedback are managed and implemented. The fifth role is the organizer. The organizer can also be defined as a demonstrator. In this part, teachers can engage and participate with students. Teachers also need to start, clearly end, and provide feedback. The sixth role is the participants. If the teacher gives instructions on some learning activities, the teacher needs to improve the situation in the classroom. The teacher can cheer up the class. If the teacher is a participant and the teacher must not be the main character in the class activity, this is a great way to interact with the students without expressing a lot of power. The final role is a tutor.

This role allows the teacher to be a coach when the student is involved in a project or individual task. Teachers need to provide advice, guide students, and help students explain their thoughts and narrow down tasks. The study focuses on the role of the teacher as an intermediary. Harmer (2007) argues that this role is the main role of all roles. Archana and Kumbakhonam (2016), as a student intermediary, teachers need to guide and motivate students in the English learning process. You can also be a self-discoverer. We need to create the best learning environment that can reflect the lives of our students in social, intellectual and linguistic events. As a facilitator, teachers need to have a strong foundation for themselves for their own growth.

In order to conduct the research, the researcher gathers the data from teachers of SMA PAB 4 Sampali. The researcher interviewed the teacher after the teaching and learning process finished.

Interview:

Researcher (R): "According to you what is the important aspect that should be exist in teaching speaking to the students?" *"Menurut anda, aspek apa yang terpenting dalam mengajarkan berbicara pada siswa?"*

Teacher (T) : "I think , in teaching speaking , teacher is one of aspect that play a main role to give the students an appropriate material in improving their speaking ability. Beside that, students also should get involve when teachers ask them to speak or answer the question in English." *"Menurut saya. dalam mengajar berbicara, guru adalah salah satu aspek yang berperan penting dalam memberi materi pada siswa untuk meningkatkan kemampuan mereka dalam berbicara.Selain itu,siswa juga harus terlibat ketika guru bertanya dan menyuruh mereka berbicara dalam bahasa Inggris."*

R : "What must the teachers do to be successful in teaching especially in speaking English to the students?" *"Apa yang harus guru lakukan agar berhasil dalam mengajar terkhusus belajar berbicara dalam bahasa Inggris pada siswa?"*

T : "I think the teachers must understand about the material, they must know how to explain it in the classroom, provide some media, and ask the students to speak in English. Teachers also must be able to help the students build their self confident in speaking and give them motivation in the classroom." *"Saya rasa*

guru harus mengerti tentang materi yang diajarkan, mereka harus tau bagaimana menjelaskannya di kelas, menyediakan media , dan mengajak siswa untuk berbicara. Guru juga harus mampu membantu siswa untuk membangun rasa percaya diri dan memberikan mereka motivasi di kelas”

T : " According to you, how the role of teachers in helping students to Improve their speaking skill?" *“Menurut anda bagaimana peran guru dalam membantu siswa untuk meningkatkan kemampuan berbicara mereka?”*

R : "I think the role of teachers is very important, because teacher that will guide students to speak in English. Moreover teacher also the center of knowledge, so teachers should know their role in the classroom." *“Menurut saya peran guru sangatlah penting, karena gurulah yang akan membimbing siswa dalam berbicara dengan bahasa Inggris. Apalagi guru adalah sumber ilmu . jadi guru haruslah paham peran mereka di dalam kelas.”*

R : "What are the roles of a teacher that you know in teaching especially in speaking English?" *“Peran guru yang seperti apa yang anda tau dalam mengajar terkhusus dalam hal berbicara bahasa Inggris?”*

T : " I think, I can't explain the certain role of a teacher in teaching speaking. But, for me, teacher must be a good role model for students . For example in speaking, teachers should give an example by speak in English first in front of the students in order

to make the students believe and understand that their teacher also have capability and it can be their motivation to improve their speaking skill." *"Saya rasa, saya tidak bisa menjelaskan peran tertentu dalam mengajar berbicara ini. Tapi, bagi saya, guru harus menjadi panutan yang baik bagi siswa. Contohnya dalam berbicara, guru harus memberikan contoh dengan berbicara dalam bahasa Inggris di depan para siswa, agar siswa percaya dan mengerti bahwa gurunya juga mampu dan menjadi motivasi bagi mereka untuk meningkatkan kemampuan berbicara"*

From the interview above, the teacher did not know what role the teacher played in teaching in the classroom. Teachers generally only play the role of teacher, and there is a specific role that teachers should play in the classroom. As experts have pointed out, teachers play a great many important roles both inside and outside the classroom. Teachers must be able to teach and support learning in class as their process and can be self-seekers. Teachers need to create the best learning environment to reflect their students' lives in social, intellectual and linguistic events. Teachers need to create a good foundation for personal growth. Teachers also play two main roles. A role model in the workplace means that teachers can act as they should learn, and a role model teacher means that they are acting as teachers in the classroom. Mullen (2010) states that teachers who take on new roles as partners and mediators in the education and learning process must be understood and trained, not as teachers.

This study is the role of the teacher as a facilitator to improve the speaking

skills of efl students. Beijaard's (1995) theory supports that the teacher's professional identity is defined in three aspects: subject, relationship with students, role or concept of role (p. 282). Zeiger (2014) states that the role of a teacher is more important than standing in front of a student or teacher. Yate teacher means being able to teach many activities so that all students receive quality instruction. Therefore, this study is primarily aimed at identifying the role of teachers as facilitators in improving the speaking skills of EFL students. Researchers want to know about the role of teachers and the implementation of teachers' roles as facilitators to improve students' speaking skills..

A. The Problems of the Study

Based on the background of the study above, the problems can be formulated as follows:

What are the characteristics of teachers' role as a facilitator to enhance EFL students' speaking skill?

B. The Objective of the Study

From the study of the problems above, the objectives of the study are:

To explain the characteristics of teacher's role as a facilitator to enhance EFL students' speaking skill.

C. The Scope of the Study

In order to find the goals of the study, the researcher limits the problem on the following terms:

This study applies to teachers' roles as proposed by Harmer (2007). However, the researcher limits the research just in the Senior High School level , grade XI.

D. The Significances of the Study

Researcher expected the results of the research to provide contributions to language teaching and learning, both theoretically and practically:

- a. Theoretically, other researchers are interested in getting preliminary information about teachers' role in enhancing EFL students' speaking skills.
- b. Practically, the findings can be useful for;
 1. English teachers, getting much informations concerned to their roles for learning in the classroom to enhance the quality of good teaching in speaking skills.
 2. Students, enhancing their way of language learning in the classroom, especially in speaking skills.

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